

AN EXPLORATORY STUDY OF  
WRITTEN COMMUNICATION INTERACTION  
BETWEEN CORRESPONDENCE STUDENTS AND INSTRUCTORS

by

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For the Department

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## CHAPTER I

### INTRODUCTION

#### Purpose of Study

The primary objective of this exploratory study was to investigate the communication interaction between correspondence students and their instructors and to determine if this written communication interaction might affect whether or not the student completes his course. To accomplish this objective, the Robert E. Bales' Interaction Process Analysis (IPA) categories were adapted to a written questionnaire that was sent to a widely dispersed study population.

#### Description of Correspondence Study

The Extramural Independent Study Center is a department of Continuing Education at the University of Kansas, which at present has 4,000 worldwide correspondence students enrolled in 165 high school and college level correspondence study courses. These students are taught by 89 instructors who also are located in different parts of the world.

Correspondence students and instructors find themselves in a unique situation in education because they must communicate, for the most part, through the written word. As compared to a conventional high school or college setting, little opportunity exists at present for correspondence students and instructors to interact with one another on a face-to-face basis. Written communication in correspondence study is facilitated by administrative and clerical personnel who serve as "senders" and "receivers" of communiqués between students and their instructors.

The student who decides to take advantage of the Independent Study Center's offerings must complete an enrollment form, stating which course or courses he wishes to take and providing the Center with certain information about his background. Upon receipt of this enrollment form and the accompanying tuition fee by the Center, a registration card is typed for the Center's master files. A course syllabus, correspondence pad, personally prepared introductory note by the instructor with a photograph, and a sufficient number of preaddressed envelopes are then sent to the enrollee. The student may then begin his correspondence study.

Each time he completes a lesson, the student mails the written assignment to the Center where it is dated to show receipt and recorded on the student's master class card. The lesson is next forwarded to the individual who is responsible for instructing the course. In grading a student's written work, the instructor may add a variety of written comments for the student's benefit, or he may simply affix a grade to the lesson without writing any comments to the student. After grading, the lesson is mailed back to the Center where a final

recording of the grade is made, and then it is returned to the student. This process takes an average of one week to complete, during which time the student usually has no contact with his instructor.

Correspondence students are instructed to contact their instructors by letter, comment on their lessons, or telephone if they need assistance or have questions concerning their lessons. If a student is not satisfied with his contact with an instructor, he may also write to the Center's academic personnel or director of Student Services to ask for assistance or to complain about his instructor's lack of response. Instructors, on the other hand, are encouraged to keep in direct contact with their students by writing comments on lessons, building a rapport with the students, and using the academic personnel or Student Services if they encounter difficulties or problems with students.

A correspondence student has twelve months from registration to complete a course from the Center. (An additional six-month extension may be granted upon the student's request and payment of a \$5.00 fee.) Upon completion of all the assignments in his correspondence course, the student must present himself at one of six designated test centers located throughout Kansas where a final examination is administered (or the student may take the final under the supervision of a college dean or high school guidance counselor). After the final examination has been graded by the instructor, a final grade for all the assignments and the exam is determined and subsequently recorded in the student's respective high school or college registrar's office by direction of the Independent Study Center's registrar.



Quite frequently, however, the correspondence student does not complete a course which he began with the Center. 1970 Center tabulations revealed a total of 53% non-completions. The circumstances governing non-completion are varied and are handled accordingly by the Center. In those cases where a student decides to discontinue his course work, he can receive a partial refund of his tuition money by applying within three months after initial registration. If the student does not take any action before that time, he may be dropped from the Center's files (without refund) by simply requesting that he be dropped and no longer be considered a working student. In many instances, the Center receives no notification. When a student does not complete his course within the allotted twelve-month period and does not apply for an extension of time, he is automatically dropped from the active records and receives no grade for the course.

Thus, from this brief description of correspondence study, it can be seen that the communication that takes place between the correspondence student and his instructor is limited to the written word. Since it is generally known by educators that feedback is important to any form of active learning, it appears imperative that lines of communication be kept open between the correspondence student and instructor. In addition, written communication must be effectively used to foster learning for the student.

#### Significance of Study

In a newsletter distributed by the National Home Study Council (1970), it was reported that: "During 1969 at least 4,782,961 persons were studying with all types of institutions offering courses by

correspondence." (p. 2) As a result of the millions of students enrolled in this type of study in the United States and the predicted increases in correspondence enrollments in the 1970's, communication behavior research in the field of correspondence study is imperative. There has been a lamentable lack of research into the reasons why correspondence students do not finish correspondence courses.

It appears relatively simple for correspondence study administrators and guidance personnel to guess or predict why their correspondence students complete 47% of the time at the University of Kansas, but these theories and "hunches" are not reliable. More definitive means must be devised to "read" the correspondence students' minds and record whatever feelings and attitudes they might have towards their instructor and their instructors' relations with them.

The exploratory study conducted broadens the present area of communication behavior and interaction research. To date, the emphasis in this research field has been placed on the direct observation of student-teacher verbal communication behavior in the classroom. By showing the possible adaptation of the IPA to a pencil and paper type of data-collection instrument, the added flexibility might provide an additional instrument which could be used by researchers who wish to study effects of human relationships via non-face-to-face written communication.

#### Limitations of Study

This exploratory study was subject to the following conditions:

1. Since the writer was faced with the task of relying on a mail-type questionnaire and telephone follow-ups involving considerable expense and a "migrant" type of student body, the sampled population

was kept small. Only a total of 150 (75 completers and 75 non-completers) correspondence students were selected at random from the Center's thousands of students and served as the representative population.

2. This study attempted to determine the relationship between written communication interaction and correspondence completions and non-completions. It was fully understood that other variables existed that could have influenced completion or non-completion of correspondence courses.

3. The study was conducted when the school year was drawing to a close. It was hoped by the writer to receive as many returns as possible from students before their respective colleges and high schools closed for the school year. The possibility does exist that more questionnaire returns might have been realized if the study had been conducted earlier in the school year.

## CHAPTER II

### REVIEW OF RELEVANT LITERATURE

After a detailed review of relevant literature pertaining to the study of written communication behavior in the education environment, it became apparent that studies during the past years have, of course, focused on the verbal communication behavior and social interaction between the traditional student-teacher relationship with no emphasis placed on written communication behavior or its effect on the student-teacher relationship. To the best knowledge of the writer, no studies employing an adaptation of the Robert Bales' IPA to a paper and pencil test to study written communication interaction behavior in the classroom have been devised or conducted.

The writer did not rely solely on reference materials to reach the above conclusion. Two authorities in the University of Kansas School of Education, Drs. Oscar Haugh and Philip McKnight, were consulted to ascertain if they could provide inputs pertaining to any studies of written communication interaction behavior in the education environment. Neither of these authorities was able to assist the writer in providing research materials of this type.

The intent of this chapter will be to provide a brief background for the reader showing early attempts in studying student-teacher relationships in the classroom, the influence of the R. F. Bales' IPA in the construction of category instruments to study teacher-student verbal behavior in the classroom, the importance of teacher-student feedback, and related studies in the field of correspondence study.

It should also be noted that although the R. F. Bales' IPA was the format selected for the adapted questionnaire in this exploratory study, studies involving the IPA will not be reviewed since the use of the IPA has been in the traditional problem solving small group situation and not the written communication interaction behavior in the classroom.

#### Development and Use of Classroom Verbal Observation Techniques

For the past three decades educators have been acutely aware of the role that student-teacher interaction plays in the classroom learning experience. Though these feelings existed among educators, no definitive methods were developed to record the varied effects of student-teacher interaction or to prove that this interaction played a vital part in effective classroom teaching.

The first researcher to delve into the relationship of students and teachers was H. H. Anderson (Withall and Lewis, 1963) who conducted studies on the influence of the teacher's personality in the classroom and the effects on children's behaviors.

Anderson developed objective measurements whereby teacher behavior was divided into two main groups: integrative behavior and dominative teacher behavior. The dominative teacher behaviors were

further divided into three different kinds: (1) dominative with conflict; (2) dominative without conflict; and (3) dominative with evidence of working together. The integrative teacher behaviors were divided into two kinds: (1) integrative contacts without working together; (2) integrative contacts with evidence of working together. These categories enabled the researcher to sample verbal as well as non-verbal behavior of the teachers. Examples of dominative behaviors by teachers included:

1. telling a child to move to another part of the room;
2. using warnings, threats, and reminders;
3. punishing by sending out of room;
4. making gratuitous judgement; and
5. calling to attention. (p. 692)

Examples of integrative behaviors included:

1. questioning to obtain information regarding possible interest of child;
2. helping child to define, redefine, and solve a problem,
3. approving, commending, and accepting the spontaneous self-initiated behavior of the child, and
4. asking questions regarding the child's expressed interests. (p. 692)

Reliability of observers using the Anderson system of observing teacher behaviors was determined by computing percentages of agreement between simultaneous but independent observations of two categories. By this method of comparison the mean percentages of agreement for the two observers were 90 percent for the teacher behavior and 95 percent for the student behavior.

Results of these studies by Anderson revealed that:

Teachers who used dominative techniques produced in their pupils aggressive and antagonistic behaviors which were expressed toward both their teachers and their peers. On the other hand, teachers who used socially integrative behaviors appeared to facilitate friendly, cooperative, and self-directive behaviors in the children. (p. 693)

Emphasis upon the importance of the socio-emotional climate of the classroom was made by John Withall (1949) when he conducted studies to prove that an instrument, Verbal Climate Index, could be developed for assessing the socio-emotional climate in the classroom by categorizing teacher verbal statements. Withall found that the emotional tones used by a teacher were important in fostering the learning process in students. Through experimentation with sound recordings and employing trained judges to analyze the transcripts taken in live classroom situations, Withall concluded that, "Climate can be assessed and described. A valid measure of socio-emotional climate of groups is obtainable through a categorization of teacher statements." (p. 360)

It was not until 1950 that the term "interaction analysis" came to light as a direct result of Robert F. Bales' work in categorizing observed behavior of small groups with his Interaction Process Analysis.

This new method of categorizing interaction behavior directly influenced the work of N. A. Flanders (1963), a pioneer in the field of classroom behavior observation who stated, "Interaction Analysis as a research tool has been used ever since R. F. Bales developed a set of categories for studying groups." (p. 256)

Flanders (1960) developed a system of interaction analysis to observe teacher and student behavior in the classroom. His system known as the Interaction Analysis is used to record teacher-student verbal classroom behavior to provide feedback for teachers regarding their own verbal teaching behavior. Developed by Flanders in 1959 and tested through extensive use by 1960, the Flanders' Interaction Analysis is usually employed by a trained observer to collect reliable data regarding classroom behavior. The major premise used in categorizing verbal

behavior in the Flanders' system is the effect a teacher's statement has on the student, but not the teacher's intent in using the statement.

The Flander's Interaction Analysis is comprised of ten categories which entail indirect teacher behavior: acceptance of feelings, praise or encouragement, acceptance of ideas, and asking questions. Another section of categories, direct teacher behavior, involves: lecture, giving directions, and criticizing or justifying authority. A third section of categories, student behavior, involves: student talk-response, student talk-initiation, and silence or confusion.

A trained observer can, by recording in a matrix a category number of the interaction he has observed every three seconds and by interpreting the data, supply a teacher with a proven, reliable feedback concerning his own classroom communication behavior. Teachers and particularly student teachers who receive this feedback, according to Flanders and his co-workers, can work to change verbal behavior when necessary to benefit the student.

Possibly the most widely used method of observing and recording classroom teachers verbal behavior and the effect upon the student was developed by J. B. Hough (1966). Hough developed a sixteen category observation system, Observational System for Instructional Analysis (OSIA), which is frequently used to test instructional hypotheses generated from learning theory. Hough was particularly interested in the effects of the teacher's reinforcing behavior, such as praise, reward, and corrective feedback, following student classroom responses as compared to the teacher's acceptance and clarification as the reinforcing device.



The categories in Hough's OSIA are constructed to closely parallel Flanders' Interaction Analysis, but are more explicit in providing for additional categories to provide for teacher information-giving to be analyzed in terms of whether it is initiated by teacher or student questions. These categories include teacher indirect verbal behavior, teacher direct verbal behavior, student verbal behavior, silence or non-functional verbal behavior.

In a study conducted by Pankritz (1967) to reveal differences in verbal behavior patterns present in the classroom, two samples of twelfth grade physics teachers were rated by their principals in terms of their success in teacher-pupil relationships, the students' perceptions of the teacher's all around teaching ability, and the ability of the teachers to react to classroom situations in accordance with educational theory.

Through use of the Teacher Rating Scale (completed by principals); Student Opinion Questionnaire (completed by the students to reveal students' perceptions of the teachers); and the Teaching Situation Reaction Test (completed by the teachers to measure their own responses to classroom situations), Pankritz determined the five highest and five lowest ranking teachers.

Each of the five highest and lowest ranking teachers was observed by Pankritz using Hough's OSIA to record the teacher's classroom verbal behavior. Major conclusions resulting from the study as determined by the OSIA were:

1. The teacher's use of certain categories of verbal behavior was significantly different for the two groups at the 0.05 level. Teachers in the high sample used significantly more praise and reward

and more cognitive and skill clarification and acceptance than teachers in the low sample.

2. Indirect influence (constructive reaction to students' feelings, praise and reward, and use of students' ideas) as compared with direct influence (corrective feedback, directions, commands, and criticism) was employed by the high sample significantly more often (0.01 level) and in a more sustained manner than by the low sample of teachers.
3. The sustained use of students' ideas and length of teachers' answers to students' questions was significantly greater (0.01 level) for the high sample than for the low sample.
4. Between the high sample and the low sample, the total interaction pattern as determined by the Darwin  $X^2$  test was significantly different at the 0.01 level. (pp. 207-208)

#### Completion - Non-Completion Studies by Correspondence Institutions

Only two studies remotely dealing with communication behavior between correspondence students and instructors have been conducted to determine the effects of this relationship upon completion and non-completion by the students.

In the two studies conducted by correspondence schools at the Universities of Tennessee (1964) and Kentucky (1965), open-ended questionnaires were devised and sent to correspondence students in an attempt to determine why they did not finish their courses and to find suggestions for lowering student dropouts. Results from these two studies demonstrated the necessity for instructors to establish more direct contact with their students by making more written comments on graded lessons.

In summary for Chapter II, it was shown that a number of observation techniques have been developed to observe student-teacher verbal behavior in the classroom. The influence of the Bales'

Interaction Process Analysis was noted in the development and use of major categorized observation systems. Only a few general studies have been conducted by correspondence institutions to ascertain why students do not finish their course work. The writer found no studies dealing with written communication interaction behavior in the traditional classroom setting or correspondence mode of study.

## CHAPTER III

### PROCEDURES AND METHODOLOGY

#### Sample Used in Study

The subjects for the exploratory study were correspondence students at the University of Kansas Extramural Independent Study Center who had either completed or not completed their courses. A completer was defined as a student who finished all required correspondence lessons and took the final examination to receive credit for the course. A non-completer was defined as a student who registered for a correspondence course, but either requested that he be dropped from the Center's records or was dropped by the Center as a result of not completing the required course work within the prescribed twelve months from registration or the extended eighteen months as described in the Introduction.

#### Selection of Sample

A total of 350 completers and a total of 400 non-completers were compiled from Center records for the study, from which 75 correspondence students representing each of the groups to participate in

the exploratory study were randomly selected.

In order to instill a "recency" factor into the study and eliminate possible memory errors, only correspondence students who had either completed or dropped correspondence courses between January 15, 1971, and April 15, 1971, were considered by the researcher to be eligible for selection to participate in the study. This "recency" effect was employed to assure the possibility that recall concerning the correspondence student's attitudes towards his communication behavior interaction with the instructor and the instructor's communication behavior interaction with the student would be current in the student's mind. A second factor included in the study for the "recency" effect involved the mobility of the correspondence student. It was hoped that by using recent completers and non-completers, fewer address changes and addressee unknowns might prevent delivery of the mailed questionnaire.

Correspondence students selected to participate in the study were chosen by the following procedure. Since the Center offers both high school and college level courses, both levels of instruction were included in the study. The variable that some courses were more difficult or contained more lessons than others was ignored in order to make the selection of subjects as universal as possible. It was felt that an overview of student attitudes would present a well-rounded input regarding as many instructors, courses, and students as possible.

The two groups of 75 correspondence students which comprised the sample for the study were drawn at random by utilizing a table of random numbers.

## Selection and Adaptation of Instrument

### Selection of Instrument

To decide upon the approach to take in studying the communication behavior interaction of the correspondence student and instructor and whether or not this interaction was influential in a student's completion or non-completion of correspondence courses, the writer examined the existing questionnaires which might serve this purpose.

Two survey-type questionnaires, the "University of Kansas Teacher/Course Evaluation Survey" and the "University of Kansas Speech and Drama Course and Instructor Evaluation" were evaluated as possible instruments to be used in the study, either intact or adapted to fit the study. These two questionnaires, however, proved unacceptable for the study for a number of reasons. The questionnaires were primarily designed to be used in the conventional classroom face-to-face situation, thus they were not appropriate for the correspondence mode. The questionnaires were being field tested on the University campus at the time when this exploratory study was conducted; consequently, no statistical analysis had been performed to indicate the degree of reliability or to suggest item refinement. Since many of the questions in these instruments which pertained to communication interaction were inappropriate for the correspondence mode of study, requesting students to skip over the non-applicable questionnaire items could possibly have discouraged the students from continuing through the remaining items on the questionnaire.

Since this exploratory study dealt with the correspondence student's attitude toward his own and the instructor's written communication interaction behavior, a questionnaire which was appropriate for this issue was selected.

The Robert F. Bales' (1950) Interaction Process Analysis (IPA) was selected to serve as the basis for the questionnaire used in this study because of its wide use, simplicity, and clear method of compiling data.

The IPA enables a person with training to directly observe and record overt acts of face-to-face interaction among members of small groups. Each overt act -- verbal or non-verbal which takes place is classified by the observer and placed in one of twelve categories devised and refined by Bales and his colleagues:

1. Shows solidarity, raises other's status, gives help, reward.
2. Shows tension release, jokes, laughs, shows satisfaction.
3. Agrees, shows passive acceptance, understands, concurs, complies.
4. Gives suggestion, direction, implying autonomy for others.
5. Gives opinion, evaluation, analysis, expresses feeling, wish.
6. Gives orientation, information, repeats, clarifies, confirms.
7. Asks for orientation, information, repetition, confirmation.
8. Asks for opinion, evaluation, analysis, expression of feeling.
9. Asks for suggestion, direction, possible ways of action.
10. Disagrees, shows passive rejection, formality, withholds help.
11. Shows tension, asks for help, withdraws out of field.
12. Shows antagonism, deflates other's status, defends or asserts self.

Tabulation of the numbers of acts and categorizing them enables the observer to tabulate data for each category and compare them to a set of norms established by Bales through extensive use of the IPA. Bennis (1961) refers to Bales' IPA by stating that: "This is an ingenious method of analyzing not only the interactions among group members, but also sentiments accompanying interaction." (p. 749) Bales, himself, feels that the IPA is exhaustive in that every act, verbal and non-verbal is capable of classification in one of his twelve categories.

In reference to other observation systems, Medley and Mitzel (1963) felt that:

Observers are likely to feel more comfortable when using a category system than when using signs. Categorizing behaviors [like that used in Bales' IPA] presents the recorder with a more circumscribed task than watching for signs, since the number of behaviors he must consider is small. As each behavior occurs, he makes a decision about it, tallies it and then forgets it, because by this time another behavior has occurred and another decision must be made, etc. (p. 299)

In terms of reliability, many researchers have found the IPA reliable enough to justify their own use of it. Festinger and Katz (1953) have supported its use: "One of the most useful devices to describe qualitative social situations in quantitative form is that of coding the behavior within separate categories." (p. 388) Krech, Crutchfield, and Ballachey (1962) consider Bales' IPA: "One of the best-known and most widely used category systems." (p. 385)

#### Adaptation of Questionnaire

As a result of the reasons cited above, it was decided to take the Bales' IPA and adapt it to a pencil and paper type of questionnaire to be mailed to completers and non-completers to indirectly record



their attitudes and feelings concerning their perception of their own and their instructors' written communication behavior interaction. It was felt by the researcher that this type of interaction questionnaire might provide definitive insight into the completion and non-completion of correspondence courses.

Statements based upon each of the twelve Bales' IPA categories were drawn up: two statements for each category, one involving the student's attitudes concerning his written communication interaction with the instructor and one requesting the student to evaluate the instructor's written communication towards himself. The questionnaire contained a total of twenty-four such statements to be sent to both completers and non-completers.

After a pool of statements for the questionnaire had been composed, three "judges" who were familiar with attitudinal type questionnaires were asked by the researcher to evaluate the questionnaire items using a copy of the IPA categories as guidelines for structure of the items. When problems concerning the content and syntax were encountered, questionnaire items were omitted or changed upon recommendation of the judges.

After the final twenty-four items were selected and approved by the researcher and judges, they were pre-tested by requesting correspondence students who took final examinations at the Center, to read through each of the items in the presence of the researcher. Questionable items noted by the pre-test students were either discarded or reworked, depending upon the particular problems which arose.

Final questionnaires (Appendix A) were coded to match each of the 75 subjects in each group and mailed to the 150 subjects. A letter

requesting the assistance of each subject to help with the study by responding with inputs was enclosed (Appendix B) with the questionnaire and self-addressed and postage-paid envelopes. Two follow-up procedures were employed to encourage as many student responses as possible. Three weeks after the initial mailing of the questionnaires, a post card was sent to each non-respondent asking that he fill out and return his questionnaire in order to make the study as accurate as possible (Appendix C).

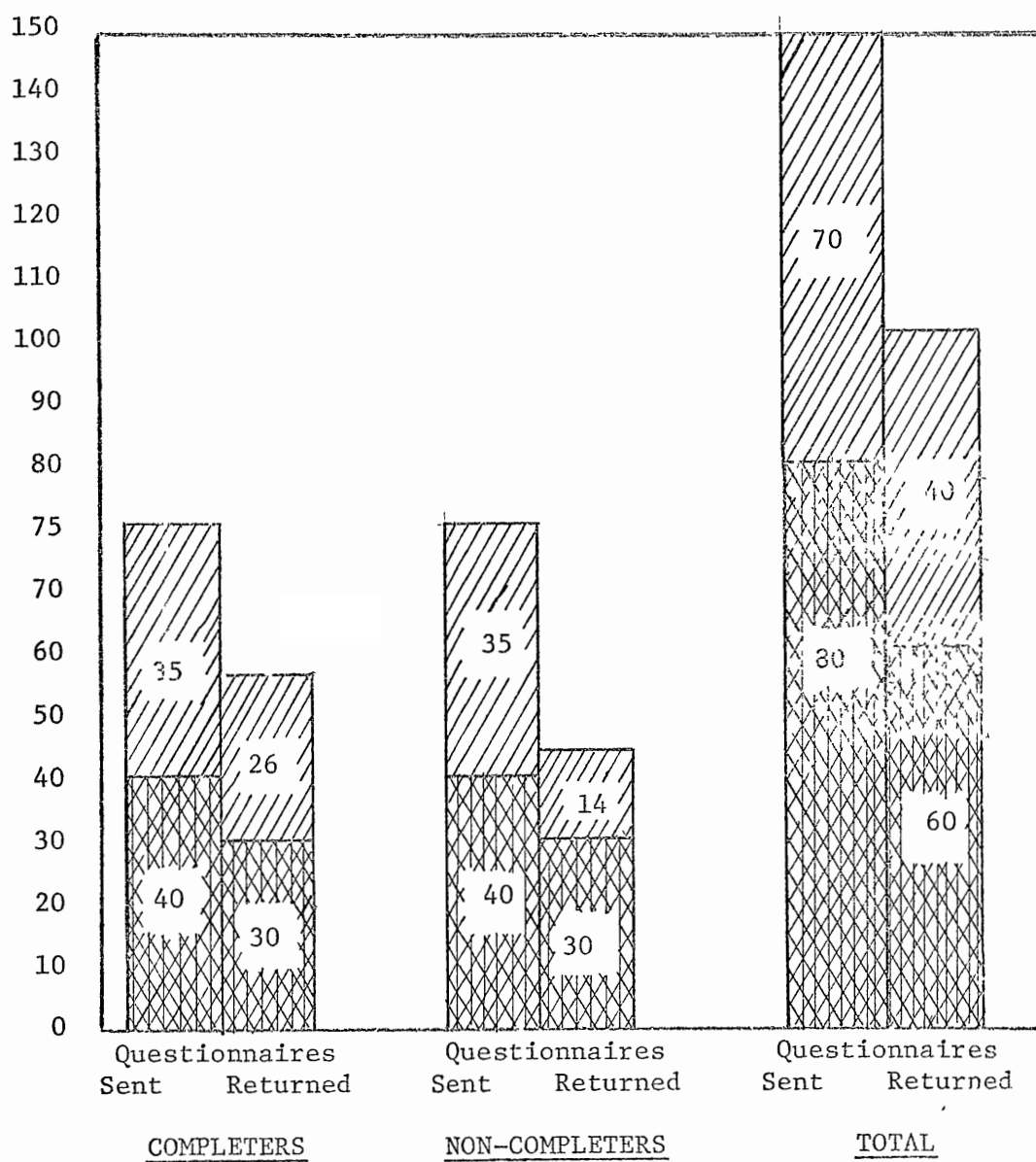
A second follow-up procedure involving telephone calls to non-respondents to the post card was employed. Due to the expense of using the telephone to call widely different geographical locations, persons living within the WATS telephone area were contacted. As a result of fifteen telephone calls to non-respondents in Topeka, Kansas, and Kansas City, Kansas and Missouri, twelve questionnaires were returned -- nine non-completers and three completers.

A total of 100 usable completed and returned questionnaires was received by the researcher. A breakdown of the returned questionnaires was as follows: of the 75 (40 females, 35 males) completers who were sent questionnaires, 56 returned completed questionnaires. The 56 respondents consisted of 30 females, ages 17-60; ten were college students, three were high school students, ten housewives, one secretary, four teachers, one librarian, and one nurse. The 26 males, ages 16-51, were: nine college students, eight high school students, two teachers, one youth worker, locomotive engineer, accountant, law clerk, TWA pilot, salesman, and boy's school supervisor.

The non-completers (40 females, 35 males) sent back 44 returns and were comprised of 30 females and 14 males. Female non-completers,

TABLE I

BREAKDOWN OF QUESTIONNAIRES SENT TO AND  
RETURNED FROM COMPLETERS AND NON-COMPLETERS



ages 18-60, were: ten college students, five high school students, five housewives, five teachers, one catalog store clerk, one secretary, one police department records clerk, one nurses aide, and one key punch operator. Male non-completers, ages 18-60, were comprised of: six college students, one gas station attendant, one construction worker, one laborer, one electrician, one assistant traffic manager, and one economic development consultant.

### Treatment of Data

The data collected in this exploratory study was analyzed by employing the t-test suggested by Koenker (1971) to determine the significance of the difference between the means of the completer and non-completer group responses on the adapted form of the Bales' IPA questionnaire.

A program was devised using the t-test suggested by Koenker and was run at the K. U. Computation Center. Koenker's t-test was selected because of its simplicity and its more exact estimate of the standard error of the difference between means of the groups being compared.

While deciding at what level of probability items would be considered significant for this study, the writer chose arbitrarily to set the one percent level ( $p = .01$ ) of probability based on suggestions given by Koenker:

1. To be significant a difference between means must satisfy the .01 level of probability . . .
2. A difference between means that fails to satisfy the .05 level of probability is considered as being a chance or insignificant difference.

3. When the difference between the means falls between the .05 and .01 levels of probability we remain in doubt as to the significance of the difference and recommend further study. (p. 85)

In addition, when the t-value is significant at the .01 level of probability, Lindquist (1940) states:

It is possible, though improbable, that the samples come from populations whose means are the same but whose standard deviations differ. In most applications this possibility need not concern us greatly, and we may generally be quite confident that the means do differ if t is highly significant. (p. 58)

## CHAPTER IV

### RESULTS AND CONCLUSIONS

The statistical procedures employed in the analysis of the data collected in this exploratory study produced the following results:

Only one item from the adapted form of the IPA questionnaire proved to be significant at the one percent level of confidence as noted in the table on the following page. No items from the adapted questionnaire were significant at the five percent level of confidence. Also, no attempt was made to determine items at the ten percent level of confidence since the returns for the study were not 100 per cent. Due to this fact, a ten percent possibility that the results were due to chance would not be meaningful.

The item which proved to be significant in this exploratory study was Item 5, "Your instructor agreed with answers on your assignments" listed under Category 3 in the Bales IPA, which reads, "Agrees, showing passive acceptance, understands, concurs and complies."

TABLE II

Results of t-test Showing Significance of  
the Difference Between the Means of Completer and  
Non-Completer Groups

Bales Category	Question- naire Item	Means		t Value
		Completer	Non-Completer	
1 Shows solidarity	1	3.30	2.84	1.91
	2	3.54	3.48	0.23
2 Shows tension release	3	1.82	1.73	0.48
	4	1.82	1.75	0.35
3 Agrees	5	3.68	3.18	3.18*
	6	3.64	3.30	1.82
4 Gives suggestion	7	2.87	2.73	0.60
	8	1.57	1.66	-0.52
5 Gives opinion	9	3.16	3.00	0.74
	10	2.00	1.80	1.06
6 Gives orientation	11	1.95	2.07	-0.54
	12	1.98	1.80	0.84
7 Asks for orientation	13	2.04	2.27	-1.16
	14	1.50	1.68	-1.06
8 Asks for opinion	15	1.37	1.52	-0.94
	16	1.43	1.25	1.17
9 Asks for suggestion	17	1.50	1.43	0.44
	18	1.55	1.36	1.03
10 Disagrees	19	3.54	3.86	-1.26
	20	3.27	3.66	-1.48
11 Shows tension	21	3.79	3.98	-0.69
	22	4.04	4.27	-1.08
12 Shows antagonism	23	4.64	4.45	1.00
	24	4.86	4.75	0.77

\*Significant at the one percent level of confidence of 2.632.

From this one resulting significant item, it would appear that correspondence students who complete their course work are influenced by positive feedback that they receive from their instructors. By acceptance of the student's answers, the instructors appear to encourage the completing students to continue submitting answers when they receive positive reactions from the instructor.

These results also coincide with E. L. Thorndike's 1911 "law of effect" found in Sawrey and Telford (1964) which states that:

....those responses that were accompanied or followed by satisfaction to the organism tend to be repeated and those that resulted in discomfort or dissatisfaction for the organism tend not to be repeated. (p. 107)

In other words through the reinforcement of positive reactions to student assignment responses, these students were encouraged to keep submitting correct answers, thus having a higher completion rate.

With the appearance of only one of Bales' twelve communication interaction categories as being significant in this study, the following should be noted:

The adapted form of the questionnaire used in this study utilizing the Bales' categories seems not to be definitive enough to show or account for actual differences in the communication between the completing and the non-completing correspondence students and their instructors. It is to be remembered that the IPA as used as a direct observation device permits the trained observer to record all forms of verbal and non-verbal forms of communication -- from uttered phrases to gestures such as facial expressions or bodily movements. The written form of communication used in correspondence study does not afford the observer this direct form of observation.



Only one variable, the written communication behavior interaction, was studied, thus not accounting for many other variables which could have been active in influencing a student's completion or non-completion of his course. Such variables as why the student originally signed up for the course are important. The cost of the course including the texts and instructional materials is another variable. Length of time the student had to wait for return of lessons is still another. Other variables which certainly could affect the completion or non-completion of the course work include: instructor longevity--did the student undergo a traumatic exchange of instructors? Personal problems encountered by the correspondence student such as sickness, divorce, a death in the family could have been influential. Varied levels of difficulty found in courses is a definite variable to be considered here -- some correspondence courses ranging from mathematics to foreign language to creative writing, could present various obstacles in the student's path.

Evidence to support the idea that many other variables are at work in influencing completion or non-completion of a correspondence student's course work were recorded by the subjects in the form of written comments on the returned questionnaires used in this study. As noted from the representative comments in (Appendix D) the majority of returns from completers contained statements that they needed the high school or college credit in order to graduate; they found the correspondence mode of study a welcome change over having to attend classes on a regular basis; or because of personal reasons and problems in the home they could not attend high school or college classes in person.

Comments received from non-completers told of the possible variables at work which might have affected their course completion. A few of the non-completing students felt that their instructors did not take a personal interest in the lessons which they submitted. Other students noted personal problems such as a death in the family or having to work and not having enough time to finish the course, as reasons for dropping the course.

In summary, the results of this exploratory study into the effect of written communication interaction between correspondence students and instructors as an influence in whether or not the student completes his courses at the Extramural Independent Study Center showed one statistically significant item: "Your instructor agreed with answers on your assignments." The other Bales' IPA categories used in the questionnaire for this study did not discriminate the student-instructor use of the written word between completers and non-completers. Other variables affecting course completion, but not covered by the categories probably influenced the correspondence student's course completion.

## CHAPTER V

### SUMMARY AND RECOMMENDATIONS

#### Purpose

This exploratory study investigated the written communication interaction between correspondence students and their instructors to determine if this written communication interaction affected whether or not the students completed the courses. To accomplish this study, the Bales' IPA interaction categories were adapted to a written questionnaire.

#### Procedures

A random sample of 150 correspondence students was drawn from the "recent" completion and non-completion files of the Center. The 150 students comprised the two groups of 75 each, completers and non-completers for the study. A return of 56 completer questionnaires and 44 non-completers was analyzed for the study.

A twenty-four item paper and pencil test was adapted from the Robert F. Bales' twelve category communication interaction categories

and was refined through steps described in Chapter III, Procedures and Methodology. The questionnaire was mailed to the completer and non-completer groups.

#### Analysis of Data

In the analysis of data collected for this study, the one significant item at the one percent level of confidence proved to be Item 5 on the adapted form of the questionnaire and Category 3 on the original Bales' IPA. The one significant item resulting from the t-test used to determine the significance of the difference between the means of the questionnaire items of the completer and non-completer groups was agreement, acceptance and concurrence by the instructor of written assignment answers. The principles of positive reinforcement and feedback as stressed by educational researchers over the past years are a possible explanation of this finding. It appeared probable that non-completers receiving positive reaction to their lessons might be motivated to strive to finish their course work and complete at a higher rate.

#### Recommendations for Further Research

1. This exploratory study should be replicated to further verify the results presented. It would appear that another researcher attempting this study would be wise to: a) select a larger population to serve as the subjects for the study; the results gained from the study would be even more representative of the entire population of completers and non-completers at the Center; b) conduct the study by using a control and experimental group to evaluate the influence of written communication behavior by including other variables which appear to account for course completion and non-completion; c) compare

grades from lessons submitted by the control and experimental groups with the results from the questionnaire to uncover other interesting data dealing with the influence of this written communication behavior between the student and instructor; and d) better organize the items on the adapted form of the questionnaire to obtain more definitive data.

2. A study and development of a correspondence student profile could be quite helpful for other studies dealing with correspondence student course completions. It appears that a researcher armed with more knowledge of who does complete and doesn't complete, i.e., by age, sex, educational status (accomplishments and whether college, high school, or non-credit), occupation, and reasons for taking the correspondence course, might obtain more meaningful results.

3. Provided a researcher could handle considerable expenses, a phone or tape recorded interview method of research might be conducted, thus affording the researcher a microscopic look into why correspondence students complete or do not complete correspondence courses. It is quite obvious that a researcher who contacts the student by phone or face-to-face with a tape recorder would be able to gather a wealth of knowledge concerning the student's attitudes pertaining to his experiences while taking a correspondence course. From sifting through these inputs a researcher might draw more inferences or conclusions about the student's attitudes concerning this mode of study. Quite possibly, more definitive instruments could be developed or other existing ones applicable to studying the correspondence mode of study might be improved from the wealth of information gained by the phone survey or taped interviews.

4. Further study could be conducted into the "no start" correspondence student. (The student who enrolls for a course but never begins

by completing an assignment.) It appears that interesting results from such a study could provide the Center with valuable insight describing variables as to why correspondence students intend to finish but do not complete their courses. Here again, such a study might be able to uncover variables or reasons which could be corrected to produce a higher completion rate at the Center.

5. Finally, correspondence instructors should be made aware of the results of this exploratory study by the Center to help them to understand better the students they are instructing. Either through the existing "guidelines" which new correspondence instructors and course writers receive from the Center or an instructor's handbook, all instructors should be encouraged to deal positively with all student's assignments. They should offer the student positive reinforcement and feedback by commenting on the correct answers as well as encouraging the student on the wrong answers. They should be careful to show understanding and acceptance of the students' attempts to deal with assignment problems. The correspondence instructor should also be made aware of the written communication which he and the students use to correspond with each other. He must realize that comments which he makes on a student's answers could read in a negative fashion even though they were intended to be positive. In other words, the absence of face-to-face verbal communication should be compensated for with clear, precise, positive written interaction with the student.

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## APPENDICES

APPENDIX A

Directions: For each of the following statements please indicate your behavior and your instructor's behavior during your Independent Study course work. Please circle the number for the response you feel is appropriate for the statement. Answer the statements quickly. Your first impression is usually the best one. If you circle a response but change your mind, place an X through your answer and circle another.

Please use the following rating scale to record your responses:

1. NEVER    2. RARELY    3. SOMETIMES    4. OFTEN    5. ALWAYS

Example:

1. 1 2 3 4 5 I answered all questions in the assignments.

2. 1 2 3 ~~4~~ 5 I typed answers for my assignments.

- 
1. 1 2 3 4 5 Your instructor was of assistance with your assignments.
2. 1 2 3 4 5 You responded to instructor's comments by trying harder.
3. 1 2 3 4 5 You wrote humorous comments to your instructor.
4. 1 2 3 4 5 Your instructor wrote humorous comments on your assignments.
5. 1 2 3 4 5 Your instructor agreed with answers on your assignments.
6. 1 2 3 4 5 You agreed with the instructor's comments on your assignments.
7. 1 2 3 4 5 Your instructor suggested ways to improve your assignments.
8. 1 2 3 4 5 You offered suggestions or ways which your instructor might be of more help to you.
9. 1 2 3 4 5 Your instructor gave you his opinions regarding your ideas or answers.
10. 1 2 3 4 5 You gave your instructor opinions regarding assignments.
11. 1 2 3 4 5 You repeated or clarified your questions to the instructor.
12. 1 2 3 4 5 Your instructor clarified or repeated course requirements for you.

13. 1 2 3 4 5 You asked your instructor for additional information or clarification if you did not understand the assignment.
14. 1 2 3 4 5 Your instructor asked you to repeat or clarify questions or answers on assignments.
15. 1 2 3 4 5 If doubtful or curious you asked your instructor for his opinion on how you were doing in the course.
16. 1 2 3 4 5 Your instructor asked you how you liked the course.
17. 1 2 3 4 5 You asked your instructor for better ways of doing an assignment.
18. 1 2 3 4 5 Your instructor asked you if there was a better way of doing an assignment.
19. 1 2 3 4 5 Your instructor did not offer assistance with assignments.
20. 1 2 3 4 5 You never did more than the minimum requirements for the course.
21. 1 2 3 4 5 Your instructor seemed to show coolness toward you as a person.
22. 1 2 3 4 5 You expressed coolness toward your instructor as a person.
23. 1 2 3 4 5 Your instructor picked on you or your answers making you feel inferior.
24. 1 2 3 4 5 You picked on your instructor to make him feel your dislike.
25. Other Comments: Please Specify: \_\_\_\_\_
-

## APPENDIX B





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THE UNIVERSITY OF KANSAS · LAWRENCE, KANSAS · 66044

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EXTRAMURAL INDEPENDENT STUDY CENTER

913-864-4792

April 28, 1971

Dear

I am conducting a study to determine ways which Independent Study can be improved in order to encourage more students to complete courses and to make this experience as beneficial as possible for those who complete their courses.

The enclosed questionnaire has been designed to give you the opportunity to express your own feelings about your experiences while taking an Independent Study course from the Extramural Independent Study Center. The questionnaire requires about ten minutes of your time to complete and return in the enclosed self-addressed and postage-paid envelope. Please respond candidly to each item. Your responses to the questionnaire will be kept confidential, and data results of the questionnaire will be treated by coded references (as noted at the top of the questionnaire).

Your prompt response to this request and cooperation in assisting me with this study will be appreciated.

Very truly yours,

Wallace G. Clark, Jr.  
Assistant Director for Administration  
EXTRAMURAL INDEPENDENT STUDY CENTER

WGC:fjb  
Encl.

## APPENDIX C

## REMINDER POST CARD

Dear

On April 28, 1971, I mailed you a questionnaire concerning your feelings about your experiences while taking an Independent Study course from the Extramural Independent Study Center.

Each response to the questionnaire is a vital part of the research project. Would you please help me by returning your filled-in questionnaire immediately? Thank you for your time and consideration.

Wallace G. Clark, Jr.  
Assistant Director for Administration  
Extramural Independent Study Center  
University of Kansas  
Lawrence, Kansas 66044

## APPENDIX D

### REPRESENTATIVE COMPLETE COMMENTS

"Instructor offered many very encouraging remarks on my themes."

"I don't have anything against my instructor. He always sent my work back to me very quickly. He also had a grade on each assignment letting me know how I was doing. Besides the grade my instructor never wrote another letter or word during the entire course."

"As I took a mathematics course, many of the questions [on the research instrument] are not really applicable."

"I'd rather take correspondence anytime rather than sitting in those boring generally useless, block courses. I learned from studying on my own, via correspondence."

"I was extremely well pleased over the course, instructor's handling of the course, corrections, and relationship to me as a student."

"Although I believe studying by correspondence is difficult, I would say this particular course was very good and helped me to accomplish my goal. I hope my comment has been of some use to you."

"I enjoyed my course. My instructor gave helpful comments and truly made me feel important in completing assignments and the course. As a result of this pleasant experience, I am planning on enrolling in another course."

"This was my third correspondence course and I intend to continue taking them whenever I am required to get more credit."

"I have been more than satisfied with my recent work. In 1967 I got what I considered a dirty deal on grades in a course. But things are different now."

"The company I work for required me to take this course in order to be eligible for promotion and a sizable raise."

"I was most pleased with the quality of instruction, I felt that my opinions and ideas were understood and given some weight in grading the assignments, aside from the merely technical aspects of the lessons."

"I became pregnant while in the twelfth grade and was able to finish high school two years later after my husband learned about your correspondence school."

"I appreciated my instructor very much. He was very helpful and honest with me. I hope I answered the questions correct. I didn't understand some of them."

"I would like to comment on this 'new' style questionnaire [reference to research instrument]. Much better than the old one with better value questions asked in a fashion to better convey feelings and attitudes of the student towards the course."

"Many of the criticisms I received were on misplaced commas, or other slight errors. I believe the main emphasis should be on content, not mechanics."

"I could not afford to attend college because I am supporting my mother. After she died I went to Pittsburg State College and graduated in 1971."

"I very much enjoyed the course I took. If I could take some for college credit and had the time I would."

#### REPRESENTATIVE NON-COMPLETER COMMENTS

"I'm not sure there was an instructor -- no communication; only an occasional misspelled word brought the flash of a red pencil; 75% of the time only a grade at the top of the paper (or perhaps a vague "good" or "?")."

"Several times I answered the questions with information taken from the book and the instructor said the answer was not correct."

"I was enjoying my correspondence course until marital problems forced me to devote my time and energy to other things."

"Instructor comments on assignments were many times sarcastic, assuming a position of superiority."

"After struggling through the first half of the English 1C course, I found that I did not need the college credit to graduate."

"I felt my instructor was not sensitive to my opinions -- his way was the only right one."

"Slow return of graded assignments!"

"I can't see how these questions [research instrument] could help you to encourage students to complete their courses because you really have no contact with the instructor."

"I enjoyed the course I took very much and found it very helpful. It took a lot of extra work but my instructor seemed very willing to help. It was because of personal reasons and a death in the family that I was unable to finish."

"Instructor's comments were so harsh they were discouraging."

"I stopped sending lessons in because my drive was down and I was bored by the topic."

"I think a time limit should be set for each lesson. By time I mean in days or weeks, however long the instructor considered adequate."

"I did not finish the course so some of my comments may not be of any value to you."

"By the time I received the textbook that I ordered from K.S.U., I lost interest in the course."

"I started the course one summer to qualify myself for teaching, but was too busy during the school year to do very much."

"Seemed to be too high level for a course in high school geometry."



## APPENDIX E

COMPLETERS	QUESTIONNAIRE ITEMS																							
SUBJECT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
* 05C	5	5	1	1	4	5	5	3	3	3	5	5	3	2	5	1	3	3	2	2	2	2	2	2
* 65C	3	4	2	1	3	3	4	2	4	2	2	1	2	1	1	1	1	1	3	4	3	3	4	4
04C	2	5	1	1	3	4	5	1	1	1	1	1	1	2	1	1	1	1	5	4	3	3	4	5
* 69C	5	4	1	1	3	5	3	1	3	1	3	5	1	1	1	1	1	2	1	4	1	4	5	5
* 30C	2	2	1	1	3	3	3	1	2	1	1	1	1	1	1	1	1	1	3	2	3	3	4	4
50C	1	2	1	1	3	3	1	1	3	1	1	1	2	1	1	1	1	1	5	4	5	5	5	5
* 25C	3	3	2	2	3	4	4	2	4	3	2	3	2	3	1	1	1	1	4	3	2	3	5	5
* 66C	5	4	3	3	4	4	4	3	4	3	5	3	3	2	2	2	2	2	4	4	5	5	5	5
71C	3	3	3	2	3	3	3	2	2	3	2	2	3	1	2	1	2	1	3	3	3	3	5	5
08C	3	5	1	1	5	5	1	1	3	3	1	1	2	1	1	1	1	1	5	5	5	5	5	5
28C	3	3	1	2	4	4	3	1	5	3	5	1	2	1	1	2	1	2	5	4	1	1	5	5
03C	5	4	1	2	4	4	4	3	3	3	2	3	3	3	1	3	3	1	2	3	5	5	5	5
* 19C	1	4	1	1	3	4	4	1	4	1	1	3	1	3	1	3	1	3	4	3	1	2	5	5
32C	4	4	1	2	4	4	3	1	3	1	2	2	2	1	1	1	1	1	3	2	5	5	5	5
11C	4	3	4	4	4	4	4	2	3	2	2	3	3	1	3	1	3	3	5	3	5	4	5	5
05C	4	4	1	1	3	3	4	1	4	3	1	1	1	3	1	2	2	3	1	4	5	5	4	5
* 67C	5	4	1	1	4	5	3	1	3	1	2	1	1	1	1	1	1	1	3	3	5	5	5	5
53C	2	3	1	1	3	3	2	1	3	1	1	1	3	1	2	1	1	1	4	4	3	4	5	5
15C	5	4	3	4	3	3	3	2	5	2	2	3	3	1	2	1	1	1	5	2	4	4	5	5
* 59C	4	3	3	1	4	3	3	1	2	1	1	1	1	1	1	1	1	1	3	3	4	4	5	5

\*Asterisk designates a male completer.

COMPLETERS SUBJECT	QUESTIONNAIRE ITEMS																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
* 51C	4	4	3	3	5	5	2	1	4	4	2	1	1	1	1	1	1	1	5	5	5	5	5	5
* 48C	5	5	1	1	4	4	5	1	4	1	4	4	4	5	1	1	3	1	5	5	5	5	5	5
* 02C	2	1	1	1	3	2	3	1	3	2	2	1	1	3	1	3	1	1	3	3	5	5	5	5
36C	4	4	2	1	4	4	2	1	2	3	1	1	3	2	1	1	1	1	5	5	5	5	5	5
* 68C	5	5	3	3	4	5	4	2	4	1	2	2	5	1	1	1	1	1	2	1	5	5	5	5
* 16C	3	3	1	2	3	3	3	1	3	1	2	2	2	1	1	1	1	1	4	3	3	5	5	5
10C	5	5	3	3	4	4	3	3	4	2	2	3	3	1	2	4	2	4	5	5	5	5	5	5
* 14C	3	4	1	1	3	4	4	2	4	1	1	1	1	4	1	1	1	1	5	2	3	3	3	5
47C	3	4	2	2	4	3	3	2	4	2	3	3	1	1	1	1	1	1	4	3	4	4	5	5
* 41C	3	4	3	2	4	4	2	2	4	3	3	2	3	1	2	1	2	1	3	3	4	4	5	5
* 18C	1	2	2	2	3	3	4	2	3	5	3	2	2	1	1	1	1	1	3	5	4	3	2	4
09C	4	4	4	4	4	4	5	2	4	3	1	1	1	1	1	3	3	3	2	2	5	5	5	5
29C	2	3	1	1	3	3	4	2	4	4	2	2	2	1	1	1	1	1	2	1	3	3	5	5
13C	4	4	1	3	4	4	3	1	4	1	1	1	1	1	1	1	1	1	2	3	4	4	5	5
38C	4	5	3	3	4	4	2	1	4	2	1	1	1	1	1	3	1	2	2	5	5	5	5	5
23C	3	3	1	1	3	3	2	1	2	1	1	1	1	1	1	1	1	1	3	2	3	3	5	5
70C	3	3	1	1	3	3	4	1	5	1	1	5	3	1	1	1	1	1	5	3	5	5	5	5
73C	5	5	3	2	4	4	3	2	3	2	2	3	3	2	3	2	3	3	5	4	5	5	5	5
49C	2	1	1	2	4	4	2	1	2	1	3	1	2	1	1	1	1	1	3	3	3	3	5	5
44C	3	4	2	2	4	4	1	4	1	1	3	1	2	1	1	1	1	4	4	5	5	5	5	5

COMPLETERS SUBJECT	QUESTIONNAIRE ITEMS																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
52C	4	5	3	1	4	3	1	5	4	4	4	4	4	1	1	1	1	1	5	1	5	5	5	5
33C	3	4	1	2	4	3	2	1	3	3	1	1	1	3	1	1	1	1	4	5	5	5	3	5
* 72C	2	1	1	1	4	4	1	1	3	1	1	1	1	1	1	1	1	4	4	5	5	5	5	5
* 62C	3	4	1	1	5	5	2	1	1	1	1	1	2	1	1	3	2	3	3	3	3	3	5	5
* 57C	4	3	1	1	4	3	2	2	3	3	3	1	3	2	1	1	1	1	3	2	4	4	5	5
* 27C	2	4	3	4	3	2	1	1	2	1	1	5	1	1	3	1	4	4	2	3	1	2	3	4
22C	2	3	2	2	4	4	1	1	3	1	1	3	1	1	1	1	1	1	4	2	4	3	5	5
74C	4	3	2	2	4	4	3	2	3	2	1	1	3	1	2	3	2	1	4	1	4	4	5	5
* 24C	4	5	3	2	4	4	2	1	4	2	4	4	1	2	3	1	2	1	4	5	5	5	5	5
* 17C	1	1	1	1	4	4	2	1	2	1	1	1	1	1	1	1	1	1	1	3	3	5	5	5
* 55C	1	1	2	1	4	1	1	1	1	3	2	1	2	1	1	1	1	1	5	4	1	4	5	5
* 34C	4	2	3	3	4	3	5	2	2	2	2	2	2	2	1	1	2	2	2	3	5	5	5	5
21C	3	3	2	2	3	3	3	1	3	2	1	2	1	2	2	2	2	1	3	2	3	4	4	5
* 46C	5	5	3	2	4	4	2	1	3	4	2	1	3	1	1	3	1	1	5	3	2	2	5	5
31C	3	5	1	1	4	4	2	1	4	1	1	1	3	1	2	1	1	1	4	4	5	5	5	5
35C	3	3	1	3	3	3	4	2	4	1	1	2	3	1	1	1	4	1	3	3	1	3	2	4

NON-COMPLETERS	QUESTIONNAIRE ITEMS																								
	SUBJECT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
* 021X	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	1	1	1	1	3	3	5	4	5	5
066X	5	5	2	1	4	5	3	1	4	2	2	1	3	2	2	1	1	1	5	1	5	5	5	5	5
* 013X	5	5	1	3	4	4	4	1	4	2	2	1	1	2	1	1	1	1	5	5	5	5	5	5	5
064X	3	4	1	1	4	4	2	1	3	1	1	1	1	1	1	1	1	1	5	3	3	5	5	5	5
* 058X	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	5	5	2	3	3	3	3
035X	2	5	3	1	2	2	1	3	1	3	3	1	3	3	3	1	3	3	1	2	1	3	1	5	5
040X	3	5	5	5	4	3	3	1	4	1	5	1	1	1	1	1	1	1	3	3	5	5	5	5	5
07X	1	4	2	1	3	3	2	1	4	1	2	1	2	1	1	1	1	1	5	4	1	4	2	5	5
* 043X	1	4	1	1	3	3	1	1	3	1	1	1	1	1	1	1	1	1	5	4	2	5	3	5	5
037X	3	2	1	1	5	5	3	1	1	1	1	1	3	1	1	1	1	5	4	5	5	4	5	5	5
047X	5	5	1	3	4	4	5	3	4	3	3	3	4	3	3	2	2	2	5	5	5	5	5	5	5
* 068X	4	4	3	2	3	3	4	1	3	2	2	1	4	1	2	1	2	1	5	1	4	4	3	1	5
* 72X	3	4	2	2	4	3	5	1	5	1	1	3	2	3	1	1	1	2	5	1	4	4	1	1	5
48X	4	5	3	3	4	4	4	3	4	3	3	3	3	3	2	3	2	2	5	5	5	5	5	5	5
063X	3	4	1	1	3	3	3	1	3	1	1	1	1	2	1	1	1	1	3	1	1	1	4	5	5
030X	3	5	1	1	4	4	2	1	3	1	1	1	3	1	1	1	1	1	3	5	5	5	5	5	5
10X	1	1	1	1	1	3	3	3	2	2	2	2	2	2	1	1	2	1	3	4	4	4	5	5	5
044X	5	5	3	3	4	5	5	2	5	2	3	3	3	2	3	3	2	2	1	1	5	5	5	5	5
1X	4	3	1	1	3	4	2	2	4	2	2	2	3	2	1	1	1	1	1	3	5	5	4	5	5
023X	4	3	2	2	3	3	4	1	3	2	1	2	3	2	1	1	1	2	2	4	2	5	5	5	5

\*Asterisk designates a male non-completer.

NON-COMPLETERS Subject	QUESTIONNAIRE ITEMS																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
* 060X	2	4	1	1	4	3	2	1	2	1	1	2	1	1	1	1	1	1	3	5	3	3	5	5
18X	5	5	2	3	4	3	4	2	3	3	4	1	2	1	3	1	3	1	3	3	4	4	5	5
19X	3	5	1	1	4	3	3	3	3	2	3	2	3	3	2	1	2	1	4	3	3	3	3	5
8X	2	1	1	1	1	1	1	3	2	2	3	2	3	1	2	1	2	1	5	5	5	5	5	5
75X	3	5	2	2	4	4	4	2	2	2	1	1	1	1	1	1	1	1	1	1	5	5	5	5
* 71X	3	4	1	1	4	4	3	2	3	2	1	1	3	1	1	1	3	1	5	5	5	5	5	5
38X	1	4	3	3	3	4	5	3	5	2	3	2	4	3	3	1	1	1	5	5	5	5	5	5
6X	3	3	1	1	2	4	2	1	4	1	1	1	1	2	1	1	1	1	4	3	5	5	5	5
* 74X	4	4	1	1	4	5	1	1	4	1	1	1	3	1	1	1	1	1	5	5	5	5	5	5
26X	3	4	3	2	3	4	3	2	4	3	3	2	2	1	2	1	1	1	4	3	2	2	5	5
15X	2	4	4	5	4	4	3	1	4	4	3	3	4	2	3	3	3	2	2	1	1	1	4	4
* 29X	1	1	1	1	1	1	1	2	2	2	2	3	2	1	1	2	1	1	4	5	4	4	5	5
55X	3	2	2	2	3	2	1	1	2	1	2	2	1	1	1	1	1	1	1	3	4	4	5	5
24X	3	2	1	1	3	3	2	1	2	2	2	2	1	2	1	1	1	1	5	5	5	5	5	5
* 031X	2	1	1	3	3	2	1	2	1	2	1	1	2	1	1	1	1	4	4	4	3	5	5	5
09X	2	1	1	1	3	3	2	1	2	1	1	1	1	1	1	1	1	1	4	5	5	5	5	5
036X	1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	1	1	1	5	5	5	5	5	5
* 69X	3	3	1	1	3	3	4	1	1	1	2	4	2	1	3	4	2	2	3	4	5	5	5	5
20X	3	3	3	3	3	3	3	3	3	1	1	3	3	2	1	1	1	1	5	5	5	5	5	5
39X	3	4	1	1	4	5	3	1	3	2	3	3	4	2	1	1	3	1	5	3	5	5	5	5

